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OFFICIAL.

STATE OF NEW-YORK—SECRETARY'S OFFICE.
DEPARTMENT OF COMMON SCHOOLS.

QUALIFICATIONS OF VOTERS AT SCHOOL MEETINGS.

The following classes of persons, and no others, are entitled to vote at school district meetings of the district of which they are residents:

I. Every male person of full age—that is, 21 years or upwards—residing in the district, and entitled to hold lands in this State, (including aliens who have filed in the Secretary's office a certificate of their intention to become residents,) who owns or hires real property in such district, subject to taxation for school purposes. This class of persons are voters in school districts, whether voters at town meetings or elections, or not; nor does it make any difference who pays the taxes on the real estate which they occupy, provided they own or hire it, and it is subject to taxation in the district.

II. If a person in the district neither owns nor hires any real estate in it, but is a legal voter at town meetings or elections in the town where the district is situated, he becomes a legal voter in such district by the possession of one or more of the following qualifications, viz:

1. Having paid a rate bill for teachers wages in such district within one year preceding.

2. Or, a district tax within two years:

3. Or, being the owner of personal property, liable to taxation for school purposes in such district, exceeding fifty dollars in value, exclusive of such as is exempt from execution.

The possession of one of these three qualifications, in addition to being a voter at town meetings and elections, is indispensable to every resident of the district, not the owner or hirer of land or real estate taxable therein.

Payment of a highway tax does not answer the requisition of the existing law, under the second of the three heads above enumerated: it must be a District Tax.

Keeping in view the qualifications here stated, the question of residence is one which will seldom be likely to occur, and when it does, can easily be tested by proof of payment of a district tax or rate bill, or of the possession of personal property to an amount exceeding \$50, liable to taxation therein.

Where any reasonable doubt exists in reference to the legal qualifications of a person offering to vote in a school district, he should be challenged and required to repeat the declaration prescribed by the school act—the penalty for a false declaration, wilfully made, being imprisonment in the county jail for a period not less than six months.

N. S. BENTON,
Sup't. Com. Schools.

COMMON SCHOOL REFORM.

The current is widening and deepening, and will soon reach and fertilize every State of the Union. Rhode Island has recently re-organized its system. Louisiana has just engrafted on its constitution, provisions making a common school organization, with its State Superintendent, imperative. Virginia, the mother of States, begins to feel and bewail the ignorance of thousands of her white citizens, and is seeking the means of thorough reform. Vermont, Maine, Connecticut, New Hampshire, Illinois, Kentucky and Ohio—the giant of the west—are all moving in the same great work, and measures are in agitation in all of these states, to make this CAUSE OF THE PEOPLE a leading subject of legislative action. New-Jersey has recently appointed a State Superintendent who is combining the elements of educational reformation on the Battle Ground of the Revolution. As for Massachusetts, New-York, and Michigan, there course is onward—right onward!

Are we then extravagant in our anticipations of general and efficient action, to prepare American youth for the responsibilities, the trials and the dangers of their birthright. Whether believed or disbelieved, whether heeded or neglected, education, general, thorough education, is the only defence of liberty. Will not Pennsylvania rouse from her deep sleep, before it is too late? Will not each and every Governor in this Union bring before the people the paramount duty of

immediate and efficient action. Good schools can alone secure PROGRESS, PROSPERITY, LIBERTY.

WINTER SCHOOLS.

THE period is now near at hand, when the greater portion of the districts are about organizing their winter terms; and a few words of friendly counsel and advice to inhabitants, trustees and teachers, may not be altogether out of place, or unacceptable.

In reference to the *employment of a teacher*—the trustees should consult freely with those inhabitants of the district who have children to send to the school; and should, as far as possible, secure their full and active co-operation and support, in the continuance or employment of a *good and well qualified teacher*, who will devote his *whole time*, and his *undivided attention* to the duties of his station. In proportion as the parents of the district are united in the support of the school, the burden of its maintenance will be less felt and more equally diffused; a more liberal compensation to the teacher can be better afforded; and what is of the highest importance and value, perfect harmony and union in the administration of the affairs of the district, will be secured.

In the employment of a teacher, the first question should be as to his or her *practical qualifications and moral character*.—the second and subordinate consideration, the price. The *production of a certificate of qualification* from the proper authority should in all cases *precede* any negotiation whatever. A good teacher having been secured, the foundation has been laid for a good school: and the next step should be,

2. In reference to the school-house: this should be placed in the most thorough and perfect repair, internally and externally. The out-houses, privy, &c., should be placed in suitable order; and if none exist, they *should be at once provided*, and made adequate to the wants of the school. The absence of privies, with separate apartments for the sexes, from our school-houses, has become an intolerable evil. It is time to speak plainly on this subject. It is *disgraceful* to the districts which suffer it. To say nothing of the physical evils and sufferings which are thereby occasioned to the children, and of which parents are seldom aware, the utter disregard of decency and decency which must necessarily result from this cause, is an evil which brings a terrible blight upon the character of the young.

For the credit of our community, therefore—in the name of common humanity, and for the sake

of the moral interests of the rising generation, we entreat of the inhabitants and trustees of those districts which are unprovided with these indispensable appendages, to take immediate and effective measures for their erection.

To some, this may seem a small matter: but while our annual reports continue to present the humiliating display of *thousands* of districts the school-houses of which are totally unfurnished with privies, and thousands more, inadequately and partially provided, we deem it a duty incumbent upon us, to press the subject earnestly and importunately, upon those interested.

3. In reference to *fuel*: this should be provided, and stored up, well cut and split, in *advance*; otherwise it will be found next to impossible to secure comfort in the school-room. The larger boys should alternately be required to make the fires, at least an hour before the opening of the school in the morning.

4. Parents—especially *mothers*, for in this case, every thing depends on them—should see that their children are *regular and punctual* in their attendance; and that the lessons assigned them by the teacher, are faithfully mastered. In addition to this, they should on all occasions manifest a warm interest in the progress of the school; should visit it occasionally; uniformly treat the teacher with respect and regard; and afford him every requisite facility for the discharge of his laborious and responsible duties. Above all, they should strive to carry out and enforce in the domestic circle, the moral lessons and instructions of the school; accustom their children to implicit obedience and respectful behavior; and by precept and example, lead them into the pleasant paths of virtue and of peace. In this way they will most effectually sustain the teacher, and promote the lasting interest and well-being of their children.

5. The *district library* should be placed in the school-house, and under the immediate charge of the teacher; and the most interesting and attractive works brought to the notice of the children. These noble institutions are, it is to be apprehended, far too generally neglected and overlooked, simply because they are virtually *out of reach* of the inhabitants and children. An intelligent teacher, acting for the time being as librarian, will speedily diffuse a knowledge of these valuable works among the district—point out their advantages—and enable his pupils to form those *habits of reading and of inquiry*, which will be found so invaluable in after-life.

There are several other subjects which might

profitably come under our notice in this connection—but we must defer them to another occasion. Each successive year adds to the mass of mind and of moral strength in our ten thousand school districts, and diminishes in the same proportion the evils of ignorance and the fearful retributions of vice. The noblest energies of the community are enlisted in the great cause of common school education; and nothing can now put back the waves of light and truth which are rolling over the land from the systematic and combined influences of the great, the good, and the wise—the statesman, the legislator, the patriot and philanthropist. Let the good work go on unimpeded, while our institutions remain the monuments of the virtue and the wisdom of the past, and the hope of the future. Here let all who would perpetuate those glorious institutions, and erect upon their base a fabric more durable and noble than antiquity has furnished, or experience yet enabled us to construct, combine their exertions and their influence: and posterity shall point to the institution of the COMMON SCHOOL, with its inestimable appendage the DISTRICT LIBRARY, as the germ of a higher and more perfect civilization than the records of history had transmitted down the stream of time, or the wisdom of statesmen bestowed upon the human race.

MORAL CHARACTER OF TEACHERS.

The several officers upon whom the duty of licensing teachers devolves, should bear in mind that, under the existing provisions of the law, *it is in their power to secure for each one of the eleven thousand school districts of the state, a teacher whose moral character shall be above reproach or suspicion; and that their duty as faithful public officers, responsible to their immediate constituents, to the state, and to their Creator, imperatively requires no less than this at their hands.* The crowning triumph of our admirable system of public instruction will be found in the fact that the seven hundred thousand children who will hereafter annually take their places in our district schools, will be confided to the instruction and the mental and moral discipline of such teachers only, as by the "daily beauty of their lives" and conversation, their precepts and example, shall best be enabled to form and mature those habits and principles of action, as well as to develop and direct those intellectual faculties, which in their expansion and growth are to constitute the character and the life. Let us then, aspire to this noble distinction! Let us wipe off, so far at least as the

state of New-York is concerned, the withering reproach which has been cast by modern political economists, upon the inefficiency of Popular Education to withstand the accumulating torrent of vice and crime which follows in the wake of an advancing civilization. Let us bring to bear upon all our institutions for elementary education the pure and elevating influences of Christian morality; and let the lessons of virtue, of obedience, of order, harmony, kindness and mutual affection, be constantly and effectually impressed upon our children by teachers whose lives shall form a perpetual illustration of the maxims and principles they inculcate.

We earnestly and affectionately appeal to the several County and Town Superintendents, to carry out this principle, *with an uncompromising fidelity and uniformity.* Let no certificate be granted, except upon satisfactory proof or personal knowledge, of *good moral character, correct habits and unexceptionable deportment.* Consequences of far-reaching import to the happiness and well-being of individuals and community, to the perpetuity of our free institutions, and to the advancement of Christian civilization, depend upon their action in this respect; and they owe it to themselves and to the great cause of Education confided to their supervision, conscientiously to acquit themselves of the high responsibility thus appertaining to their station, "without fear, favor, affection, or hope of reward." In so doing, they will be fully sustained by the Department, by an enlightened public opinion, and by the unqualified approbation of the wise and the good in every section of the state.

PROGRESS OF EDUCATION.

COUNTY AND TOWN SUPERINTENDENTS; THEIR PLANS, THEIR LABORS, AND THE RESULTS.

ALLEGANY.

Pike, September 22d, 1845.

F. DWIGHT, Esq.—Pursuant to public notice a county convention of town superintendents, teachers, and the friends of education generally assembled at the school-house in the village of Pike, on Thursday, Sept. 19, inst., at 2 o'clock, P. M.

The convention was called to order by J. A. Rockafellow, County Superintendent.

On motion of C. T. Harris, J. V. W. Abbott, of Pike, was appointed President, D. W. Chase, of Eagle, Vice President, and C. J. Barnes, of Pike, Secretary.

On motion of Mr. Rockafellow a committee was appointed to report resolutions to the convention.

J. A. Rockafellow, D. W. Chase and C. T. Harris, of Pike, were named as such committee.

Mr. Rockafellow, from the committee on resolutions, reported the following:

Resolved, That town superintendents should not rely merely upon an oral examination of applicants for certificates, but should visit the schools of their respective towns, at the opening of the term, and there judge of the fitness and qualifications of teachers.

Resolved, That we approve of the organization of Juvenile Temperance Societies in our schools, and re-

commend that town superintendents, teachers and patrons of schools endeavor to organize such societies as far as practicable, upon the plan proposed by the New-York Juvenile Temperance Association.

Resolved, That in view of the many practical benefits that teachers derive from attending Teachers' Institutes, we hereby pledge ourselves to use our best endeavors in securing a general attendance of teachers at the coming fall term, which will open at Nunda on the 15th of October.

Resolved, That the best interests of common schools demands at the hands of those whose duty it is to elect superintendents, that they elect such only to fill that important office as are either practical teachers or who have acquired a good reputation as practical educators.

The report was accepted and adopted.

EVENING SESSION.

Mr. Wilkinson, town superintendent of Pike, offered the following resolution:

Resolved, That the question of Free Public Schools is one of unusual interest at the present time, and that it be respectfully recommended by this convention to the consideration of the inhabitants of Allegany county.

Various remarks were made in relation to the subject of the resolution by the chairman, Messrs. Rockafellow, Adams, Smith, Bartlett, and others, when the resolution was unanimously adopted.

Resolved, That it is not enough to resolve, but that we form ourselves into a laboring committee of the whole, and go forward with a becoming zeal in the great work of building up and guarding the interests of our public schools, and of overthrowing the Empire of ignorance, vice and crime within the borders of our county.

Resolved, That the thanks of this convention be hereby tendered to the citizens of Pike for their liberal hospitality to its members during its session.

Resolved, That we adjourn to meet at Mt. Pleasant some time in the month of January next, at the call of the county superintendent.

JOHN V. W. ABBOTT, Pres't;

CURTIS J. BARNES, Sec'y.

[From the Poughkeepsie Telegraph.]
DUTCHESS.

PUBLIC SCHOOL ANNIVERSARY.

The second anniversary of the public schools in Poughkeepsie was held on Friday last. The day was a delightful one for a celebration, and well was it improved on the interesting occasion. In the forenoon, the examination was completed in the Grammar School. It was a thorough one, yet the young ladies and gentlemen of the male and female departments of it, passed through it in a very satisfactory manner. They showed a knowledge of figures, and an acquaintance with Geography, History, Grammar, &c., far beyond what it was our privilege to possess in our schoolboy days. The compositions by the young ladies were upon appropriate subjects, were well written, and were highly creditable to the authors and instructors.

The Examinations in the primary schools took place on Thursday. They were interesting. There was an evident improvement in all these schools creditable both to the pupils, and to their faithful and capable teachers.

It was one of the finest processions ever seen in our village. It attracted general attention, and called out commendation from all who saw it. The scholars marched two by two, and formed a line more than a quarter of a mile long. We stood on the corner of Main and Washington streets, to take in a view of the whole, but did not do it. The van had extended up Main-street beyond our office, and yet the rear was filing down Mill-street. In all there were about eight hundred children in the ranks, which is not all that are in our Public schools.

In front of the procession, borne by the boys of the Grammar School, was a fine banner of a likeness of Washington. The motto upon it was,

"EDUCATION IS POWER, AND SHOULD BE DISTRIBUTED TO ALL ALIKE."

On the top of it was a beautiful miniature globe, surrounded by quills, inkstands, books, and other insignia of educational purposes, the whole handsomely festooned with ribbons. And in the rear of this school was another handsome banner displaying the above motto.

At the church, after the scholars were seated, as many parents and other spectators as could find entrance crowded the spacious edifice, and had it been twice as large, it would no doubt have been filled to overflowing. The trustees of the village, who had been invited by the Board of Education to attend the Anniversary, were represented, and a portion of the clergy were also in attendance.

The Throne of Grace was then addressed by the Rev. Mr. Maswim, after which Mr. Gibbons briefly addressed the audience. The young ladies of the Grammar School then sang an Anniversary ode. They were followed by the Rev. Mr. Ludlow, with an able and appropriate address. His main position was that "Education is the cheap defence of a nation," which he illustrated by reference to criminal statistics; and he quoted from the writings of eminent statesmen to show that this was also their opinion.

The pupils of two of the primary schools then sang some pieces which had been prepared for the occasion, when the editor of this paper briefly addressed the audience, urging upon parents and the friends of education the importance of their frequently visiting our schools, for the benefit of the children, and the encouragement of the teachers engaged in their arduous duties.

Another ode was then sung by the pupils of another Primary school, when the Rev. Mr. Burhans addressed the audience. The venerable speaker is an octogenarian, yet he has a green and vigorous old age. He said he had been a teacher for several years of his long life, and therefore felt a deep interest in the cause of education, and for all engaged in it either as friends, pupils or teachers; that he had attended numerous commencements at colleges and other institutions of learning, yet never did he behold a scene of such heart-felt delight as the one before him.

Vacation Ode was then admirably sung by the young ladies of the Grammar School. The singing by all the schools was excellent, and yet they had no other training than that given by their respective teachers, which shows that vocal music, which is a delightful science, can easily be taught in our schools. For its softening effect upon the disposition and the temper, if for no other reason, it should be introduced into all schools, both in the village and country.

The audience which was assembled on the occasion was a very interesting one. The neat appearance of the children, their order and good behaviour, and their bright and intelligent countenances, could not be surpassed by the same number of youth from any place or class.

[From the Weekly Pilot, Sept. 17.]

ERIE.

EXHIBITION OF THE BUFFALO PUBLIC SCHOOLS.

The exhibition of the public schools of the city, took place on Monday. The scholars assembled in their respective districts, and were formed in procession by the teachers. From thence they marched to the place of general rendezvous—the Washington-street Baptist Church. The spacious building was filled throughout—basement, body and gallery. It was a glorious spectacle to see so many of the rising generation there congregated—brought together in a common cause—engaged in a common pursuit—the acquisition of knowledge in the free schools of our city. It was a proud, triumphant spectacle for those who labored to establish the system, amid opposition and doubt. Here were nearly 4000 of the children of our city, of all classes and conditions, who are enjoying the benefits and blessings of a system of instruction, which is alike open to the rich and the poor—the high and the low. Al. meet here upon a level—mind and attainments alone forming the mark of distinction.

The mayor and common council, and others, were present to witness the exhibition.

There were numerous banners borne in the procession, upon which there were appropriate inscriptions. There was one bearing "The Standing Army of the People." On another—"The Destinies of the Republic will soon pass into our hands." On a third—"Free Schools for Free Governments." On a fourth—"Knowledge is the Sentinel of Liberty." On a fifth, the expressive motto of the state, "Excelsior." There were other banners bearing upon them the number of the school by which they were borne. The general appearance of the scholars was remarkably neat, intelligent, and full of the buoyancy of young life.

The exercises at the church opened with vocal music by the several schools. Mr. O. G. Steele, the efficient superintendent of the public schools, made a statement of the rise, progress, and present general condition of the schools, from which we make a few extracts:

Mr. Mayor and Gentlemen of the Common Council:

In pursuance of the authority of your honorable body, and under the direction of the committee on schools, the several public schools of the city, under the charge of their respective teachers, herewith present themselves before you, for your examination and inspection.

The system of school celebrations of this character, has been practised to a great extent throughout the state; and, as has appeared by the reports thereof, with very beneficial effects, not only upon the public schools, but upon the public mind.

In cities like our own, the practice must produce even more beneficial results, than upon country towns. Our system of education is entirely free, and accessible upon equal terms, to all classes and conditions of society, from the highest to the lowest, and from the most wealthy to the poorest day laborer. All meet at the public free school on a common level, and upon a basis which forbids any distinction among them, not founded upon personal merit.

The expense of supporting the free schools, falls equally upon the property of the city, and it is peculiarly proper that the property holders, from whom is derived the school fund, and whose occupations necessarily prevent a personal examination of the schools, should once a year be able to see with their own eyes, the great number of the rising generation, who are the recipients of the public bounty, and thus satisfy themselves that the benefits derived from the system, will fully justify the expenditure.

The simple view of this crowded assemblage of children from our public schools, and which has been gathered together from every portion of the city, and representing nearly every family within its borders, must arouse all the best feelings of the human heart, and bring into active exertion those instinctive sensations of kindness and benevolence towards each other, which exists in the heart of every living soul, whose divine sensations have not been utterly blighted by an absorbing devotion to the demon of mammon and unrighteousness.

Here follows an interesting narration of the progress of the city system since 1839, which we unwillingly omit.

The condition of the several schools is such as will in general give entire satisfaction to the friends of the cause of education. The number in attendance has been almost continually increasing, and the reports of the last year will show a larger proportionate attendance, than can probably be shown in any other city in the state. The duties of the school teachers in all the departments are generally performed faithfully and successfully, and with a system and completeness which will challenge a comparison with the schools of any other city or state. I cannot too urgently call your attention, and that of the public generally, to the importance of devoting special and personal attention to the progress and condition of the free schools. Faithfully and earnestly as public school teachers may devote themselves to the fulfilment of their duties, they need the countenance and support of the parents of their scholars. Frequent visits made with a good temper, a word of encouragement fitly and timely spoken, a little kindly advice and assistance in removing the petty annoyances which so constantly beset the path of the faithful school teacher, will strengthen his hands and encourage his heart, and produce upon the whole school those strong and genial influences which must inevitably result from a community of feeling between the parent and the teacher.

To the authorities in whose hands the destinies of the free schools are committed, the appeal of this vast assemblage of the recipients of your bounty must prove resistless; and cannot need enforcement.

Let the encouragement you have had in your efforts, impel you to complete and perfect the system of the free school education, whose foundations have been so strongly laid, and extend its benefits and influences, so that all who will, may to their utmost desire, freely partake of the waters of knowledge. Then shall you receive the approval of every philanthropic heart,

and the generations of the earth shall rise up and call you blessed.

The mayor responded, in behalf of the council and of himself. He thought it but justice to say, that this exhibition, so imposing in all its aspects, had been got up by the superintendent, on his own motion, and without the aid of the council. As attention had been made to the action of the council—although it might not become him to speak of their own acts—yet he would say, that the cause of free education—the general diffusion of knowledge was near to his heart, and that of every member of the council. And what they had done for its promotion, he hoped might be the means of elevating and advancing the cause of primary instruction in the city. The cause of general education was progressing. In Europe, monarchical governments had found it necessary for the better preservation of their power over their subjects, to aid its progress. And if for this selfish purpose, it should be aided there, how much more should it be in this country, where every citizen is a sovereign, or in whom, at least, resides a part of the sovereign power of the land. The mayor pursued the subject further, with other and appropriate remarks.

Master Austin, a lad some 12 or 14 years old, addressed the mayor, returning thanks through him to the common council, and to the city, for the ample provision which had been made for the establishment and maintenance of the free schools.

Mr. Mayor:—Our excellent superintendent has made a statement which makes us proud of the past; and you, sir, whom our fathers have deputed to speak for the city, give us fresh hopes for the future, and the assurance that we shall still have free access to the inestimable fountains of knowledge which have here been opened for us.

I, sir, in behalf of the young thousands here present, am directed to give to you and the body over which you preside, in a word, the whole city, our earnest and cordial thanks for the occasion now granted us. We thank you, and through you, the city, that we are here together in a body, to show our gratitude for these favors. We thank you, and through you, the city, that we have teachers whom we delight to honor. We thank you, and through you, the city, that in the true spirit of the Republican simplicity, the rich and the poor can sit down together, in their natural equality, and partake of the treasures of pure knowledge, without money and without price. And may He, in whose hands are the hearts of our rulers, prosper all their undertakings, and give them the only reward that the true philanthropist looks for, the assurance of having made a whole people better, wiser and happier.

[From the Amsterdam Intelligencer.]
MONTGOMERY.

COMMON SCHOOL ASSOCIATION.

The Montgomery County Common School Association met pursuant to notice, at the Fonda Academy, on Wednesday, the 10th inst., at 11 o'clock, A. M.

President—ABRAM HEES, of Palatine.

Vice President—D. F. Hagar, of Canajoharie, Horace M. Dewey, of Amsterdam.

Recording Secretary—M. Freeman, of Fonda.

Corresponding Secretary—W. McGoffin, of Fort Plain.

Treasurer—S. Van Allen, of Mohawk.

The committee on resolutions, made the following report, which was unanimously adopted with the exception of the 4th, which called out a long and spirited discussion on the motion of M. Freeman to lay it on the table; he expressing a hostility to the resolution, and a desire to discuss its merits, but felt too much out of health to do it at present.

The debate in opposition to laying upon the table was sustained by Rev. Mr. McFarlan, Messrs. Hagar, Heath, Ramsey and Dewey. In favor of laying upon the table, by Rev. D. Van Olinde, Messrs. DeLamar and Atwater. The motion to lay on the table was rejected by a majority of one. The original resolution was then approved, by the President voting in the affirmative.

1. Resolved, That we witness with the most heartfelt gratification the increasing interest which is manifested on the part of the public in relation to the subject of education; and that we hail it as a sure indication of the growth of the people in that virtue and intelligence which are the only enduring basis of civil liberty and sound religion.

2. Resolved, That although our common school system has accomplished so much towards imparting to the children of this State a correct moral and intellectual education, yet, in the opinion of the Association, in many respects, the system is still radically defective.

3. Resolved, That the only way of securing to all the youth of our country such an education as shall empty our poor-houses and prisons, is to make our schools entirely free.

4. Resolved, That the State Normal School at Albany, is wise and beneficent in its design, efficient and satisfactory in its operations, and therefore eminently worthy of the cordial support of the friends of education.

5. Resolved, That we recommend to the several town superintendents of this county, to hold annual celebrations of the schools under their supervision; believing them to be powerful auxiliaries in awakening the public attention to our all important object.

6. Resolved, That the frequent change of teachers and the inadequate remuneration granted for their services, are regarded as serious obstacles to the rapid advancement of the schools under their charge.

Adjourned at 7 o'clock to meet at the Reformed Dutch Church.

EVENING SESSION.

Hon. J. D. DeGraff delivered the annual address. On motion of G. H. F. Van Horne, the thanks of the Association were presented to the speaker for his able, eloquent and practical address.

On motion of S. P. Heath, the speaker was requested to furnish the Association a copy of the Address for publication.

Mr. Sweet delivered a lecture on Geography.

The following resolution, which was read and laid on the table, by M. Freeman, at the special meeting in January last, was taken up and passed unanimously:

Resolved, That this Association take measures and recommend to the friends of education throughout the state to unite with us in petitioning the legislature to establish Normal Schools in each of the several counties of this state, and appropriate such sums annually as shall be deemed necessary to defray the expenses of said schools—paying teachers, purchasing apparatus, and paying board of students, &c., for such length of time each year as the legislature may deem expedient.

On motion, it was

Resolved, That a special meeting of the Association be held at Canajoharie on Saturday, January 3d, 1846, at 2 o'clock, P. M.

The President appointed D. B. Hagar, to deliver the next annual address, and Rev J. M. Van Buren his alternate.

Adjourned sine die.

A. HEES, President,

M. FREEMAN, Secretary.

Extract from an Address delivered before the "Montgomery County Common School Association," at their annual meeting in Fonda, Sept. 10th, 1845.

BY JESSE D. DE GRAFF.

A TEACHER, however well adapted to his vocation, by his insulated well directed efforts cannot overcome all the difficulties that lie in his path towards the attainment of this object. Some of them may be vanquished; the errors imbibed by many pupils in the inceptive stages of their education at home and through incompetent teachers, must be eradicated before the clear light of truth can be successfully revealed to their understandings. They should be classified at school not merely according to their age and proficiency, but as far as may be ascertained, according to their susceptibilities as to future advancement—one scholar may be enabled to make much more rapid progress than another, whose ambition should not therefore be checked and his course retarded, nor should the youth of more moderate abilities be hurried forward faster than is consistent with the modicum of talent he possesses, lest he may become superficial and defeat the grand object of his pursuit. Irregularity of attendance is a most serious evil, and one of the greatest hindrances to the pupil's success; no blame can reasonably attach to the teacher for any defective acquirements in the pupil, when it emanates from such a source, unless this irregularity is induced by wanton or ill-judged severity on his part. The school-room should and may be ren-

dered as attractive to the pupil as his own home, so that he may enjoy a pleasing variety in passing from the one to the other, that thereby the reminiscences of his school-boy days, long after he shall have mingled in the busy scenes of manhood's strife, shall awaken joyous sensations and be gratefully associated in his mind with the most delightful and durable impressions of his juvenile years. This irregularity when it is within human control, can only be obviated by the intervention of parents; and until they apply the corrective, our schools can never reach the high standard they should attain to, when all other causes shall have conspired for their promotion. The pupil should be well grounded in the rudiments, and every successive step thereafter should be well and surely taken, so that whatever elevation he may reach, he may have no occasion to look back with regret upon any errors he may have committed which shall tend to impede or render less rapid his onward course. Let me here remark, that the method of reciting in concert, when injudiciously and extensively practiced, as it too frequently is, has an injurious tendency. While the most ambitious and forward may excel by such means, those less so, will be growing more and more superficial; they will rely upon the resources of their fellows, and chime as harmoniously as they, without any adequate preparation for it, or bestowing scarcely a thought upon their lessons. In the examination of the schools of this town, at a school celebration held in this place in January last, while a member of the class which was quite numerous, was tracing the outlines on one of Pelton's maps, and the others vociferating the localities, some of the chimeras during the exercise were gazing eagerly about the house, as we supposed for tokens of applause. And why? Because they chimed so melodiously; for it required, I assure you, the most practiced ear—aye, indeed, an amateur in the art, to detect any dissonance in the sound. Although highly gratified with the proficiency exhibited in the schools generally, on that occasion, this defect we could not avoid remarking, and it made a deep impression; nor could the teacher be induced to desist, by the town superintendent, until he had nearly consumed the time allotted to his school, by this single revolting spectacle. We do not condemn concert recitations altogether, we think they may sometimes be resorted to and serve to give a pleasing variety to the dull and irksome routine of the school exercises, thus operate as a relief, and be profitable on that account, but it may be carried too far, and prove hurtful.

Another indispensable ingredient to constitute a flourishing school, is, that the pupils should universally receive an equal share of attention from the teacher; none should in any degree be neglected. Teachers often have favorites at school, and some, on the other hand, are the objects of their dislike. No partiality, or favoritism, or loathing, or the slightest approximation to any such feeling, should be tolerated in the school-room. No distinction should be known or suspected to exist there, no matter how high or how low the parentage of the pupil. All are on the same common level, and the benefits of education are to be equally dispensed to all alike.

One other essential element we shall mention, and that is, that the education of youth should be practical; it should not be confined merely to books, or the recitation of lessons, or the solution of problems. "It is habits of abstraction united with habits of business," enabling us to judge of things either in general or in detail, as occasion may require, that constitute a perfect system of education. "That education only can be considered as complete and generous, which, in the language of Milton, 'fits one to perform justly, skilfully and magnanimously, all the offices, both public and private, of peace and of war.'" The teacher, if he be thoroughly bred to the work, and felicitously disposed, may by oral instruction, and propounding familiar questions to his pupils, implying a previous knowledge of men and things connected with the active pursuits of life and moral conduct, convey more practical information to their minds in one hour, than they can collect from all other sources combined, in one month. They would thus be infinitely better prepared to enter upon the new and untried scenes that await them in future life, with a knowledge of many of the temptations and allurements that may beset their path to entice them in the way of evil. This would be in accordance with the dictates of a broad and enlightened philanthropy that seeks not the mitigation of suffering merely, but a removal of the causes that may lead to it, and thus adds to the sum of human felicity.

ROCKLAND.

Nyack, Sept. 19th, 1845.

Sir: Not having heard any thing from "Old Orange" (my native county) respecting Common School Celebrations, I have thought proper to give you a description of one held in our village on the 12th inst. A more beautiful day could not have been wished for. I know not when I have witnessed a festival in which I took a deeper or more lively interest. At half past nine the first procession arrived from the country, some of which consisted of almost every employer, as well as others, within the district from which they came. At a quarter past ten a procession was formed in front of the district school house in the following order, viz:

1st, Marshal, N. C. Blauvelt; 2d, Nyack Brass Band; 3d, Marshal, A. Debaux; 4th, 3 District Schools with their respective teachers, numbering 300 scholars—85 of whom belonged to the district school in the village of Nyack—whose assistant is a young lady from Middletown.

The procession thus formed—each school bearing appropriate banners, differing in devices and mottoes, but all in good taste and happily adapted to the occasion—proceeded in excellent order through the village to the Presbyterian Church. As we approached the church we could see the happy and smiling faces of the parents and relatives of the children, waiting with becoming pride the arrival of the youthful band. In the church, which was excessively crowded, the exercises were of a happy and gratifying character. After the usual forms of organization and an appropriate and fervent prayer by the Rev. Mr. Day of the M. E. Church, each teacher was called upon in succession to examine their respective schools. These examinations were interspersed with declamations and vocal music from almost every school until two o'clock when the procession again formed and proceeded a short distance to the Knickerbocker Grove, where refreshments had been provided, of which all partook.

After an hours recess they returned to the Church, where a few more exercises were presented, after which the assembly was addressed plain and sensible by Mr. Caleb Roscoe, of Westchester co, followed by Mr. N. C. Blauvelt, County Superintendent, in a short but interesting address to the children, after which the assembly dispersed in the most orderly manner—Everything passed off pleasantly, harmoniously, and satisfactorily to all—no accident nor disturbance occurring to mar the pleasures and happiness of the day.

As to the comparative merits of the schools I shall hardly venture my opinion. All did well—some admirably; but among the various exercises one was particularly interesting and instructive, viz: a class in Physiology, from the Nyack district school; thus evincing that their school had not been merely kept, but taught.

Of the utility of such celebrations there can be but one intelligent opinion. Every lover of his country and his race must hail them with enthusiastic piety and patriotism.

SULLIVAN N.

The suggestion of educational tracts, made in the following letter, is worthy of careful consideration. We hope to hear further from "Carolus" in relation to them.

Monticello Sept. 30th, 1845.

Mr. DWIGHT: Sir,—The first Teachers' Institute in Sullivan County has just closed. About eighty teachers were in attendance during the session, besides a number of younger citizens who joined in the exercises. This was a large number considering the fact that there are only one hundred and fifteen districts in the county.

Mr. Albert D. Wright, who had charge of the Institute as principal, has still more fully established his high character as an educator. He was assisted by a student of the Normal School, Mr. Darwin G. Eaton, who was equally pleasing to the students and community. Several other assistants and pupils of the Normal School contributed to the general interest and instruction. Many citizens who doubted the practicability of forming a Teachers' Institute, are now convince-

ed that public opinion is awake on the subject, and they are now warm friends of this method of advancing popular education. A county association has been formed, and committees appointed in each town to visit schools and report their condition.

Mrs. Emma Willard of Troy, addressed the Institute several times, and advanced some new, peculiar and very excellent ideas, in relation to the duty of females with regard to their own education, and the welfare of common schools. She has the best welfare of our country in view, and her high character and talents enable her to do much good to the cause of education. She seems just entering upon a great work, of which she is to mark the outline, and direct her sex to carry it on, aided and encouraged by the approbation, money and influence, which it is the duty of our sex to give. There seems to be a crisis in the progress of education, in our state at present, which calls for united efforts—a complete concert of action, which may correct public opinion and carry it on in a right direction, to produce still better results in our common school system.

It is not expedient to try many visionary experiments, when we have already many good plans which have stood the test of experience. Yet, we think, we have devised a plan, here, which if carried out and properly developed in practice, will awaken attention to district schools in that very class which constitutes a large number of our population, and are yet so indifferent to the welfare of the rising generation, that they neither read educational papers, visit schools, nor listen to lectures. The plan is, to publish a series of *Common School Tracts*. By means of Tracts the Gospel has been spread to every corner of the world. They have proved to be silent and efficient agents, and may be as successfully employed in the cause of education as in religion. For, those who seldom or never read a volume through, will never refuse to read a tract which will occupy only a half hour; and yet in that time, some new truth or idea may strike the mind with such power, as to produce new thoughts which would soon develop themselves in active principles.

But the questions arise; how are the tracts to be obtained, and at whose expense are they to be scattered among the people? The first query is easily answered; for there are many pioneers in common school literature who, we think, would gladly turn their attention to this subject; the inquiry involving the means, the money consideration, is nearly as easily answered.

Let every friend of education who has money, give a little, and the work will be accomplished. Or let the county common school associations, where they have been organized, as in our county, take an interest in the subject, and use a part of their funds to publish them. We think it cannot fail to do good.

Please give the subject a thought Mr. Editor. Make what use of this you choose, and if it meets the approbation of yourself, and other friends of education, you may hear from me again.

Respectfully yours,

CAROLUS.

TEACHERS' INSTITUTE.

We wish that every enemy of Common School reform could be present and witness the manner

in which the Teachers' Institute. (now being held in Monticello,) is conducted. Upwards of 90 teachers (about one half of whom are ladies), are in attendance. This is a large number when the fact is taken into consideration that there are about 115 districts in the county, and that many—too many teachers imagine that the art of teaching, is not susceptible of improvement; but must remain stationary while almost every thing else is advancing in usefulness.

Many of the pupils of the Institute imagined when they came here, that they would receive little or no benefit. We believe that now there is not one who regrets the trouble and expense incident to the school. All seem to be animated by an enthusiastic determination to press onward in the march of reform, and render our primary schools, what they should be, "the people's colleges." We doubt not the public, as well as the teachers, will be greatly benefited by this Institute, for the teachers will become much more skillful in imparting knowledge, and cannot fail to receive a proportionate reward.

Great credit is due to our active and efficient county superintendent, as well as a majority of the town superintendents, (and while we are at it we should include our correspondent CAROLUS,) for the success which has attended this matter.

The corps of instructors employed by the county superintendent, is unexceptionable. Messrs. Wright, Eaton and Wood have won golden opinions from all who have visited the Institute.

The scholars themselves, composed as they are, of the most intelligent and best educated of the young gentlemen and ladies of the county, form a collection of which every citizen of Sullivan should be proud.—*Rep. Watch.*

THE TEACHER: THE SCHOOL.

We have prepared, with much labor, the following suggestions in relation to the different methods of disciplining and teaching school, and shall be gratified should it make this number of the Journal a useful manual to the teachers who are now about entering upon their winter term. Our object has been to select the best practical hints that have not heretofore appeared in these columns, and to combine them into an educational tract. Should it prove acceptable to the profession, it is our intention to prepare the December number on the same general plan, noticing those subjects which are here omitted.

THE TEACHERS PREPARATION.

[From a German Book, 'The Guide to Teachers.']

"Accustom yourselves to the most minute and critical preparation upon the subject in hand, not merely in a general way, but by the examination and study of every paragraph in your text-book."

"This is a most important direction. It is only by observing this that the teacher can be so fully possessed of his subject as to be sure that he comprehends it in all its bearings, and so familiar with it as to be able to bring it home to the mind of the learner."

"Never teach with a book in hand."

[This is no less essential. A teacher who is obli-

ged to keep the book in his hand, cannot watch the countenance of the pupil, to ascertain whether he understands and is interested in what is communicated. The object of the teacher should be to find access to the mind of his pupil—to bring his own mind in contact, as it were, with his pupil's. How can he do this while his whole attention is given to a book?]

"Record carefully the remarks and additions which you find occasion to make while teaching, after having previously prepared the lesson in the best manner of which you are capable."

[While teaching a subject for the first time, after such full preparation as is supposed above, and while still under the influence of the excitement produced by novelty and recent acquisition, observations will often occur to us of more value to our pupils than the very text which suggested them. These it would be always well to record at the time they occur, or as soon after as possible. They will not be sure to present themselves a second time; or, if they do, they will come without that vivacity of original conception, which is so important to awaken strongly the interest of the learner.]

Preparation in the art of teaching ought to be considered essential to every instructor. Books or essays on this subject, containing the mature experience of a teacher, are almost indispensable to a beginner in the art, and will usually be found of value even to the veteran teacher. If one would teach history, for example, successfully, he must naturally desire to know, and he ought to know, what methods have been found best adapted to this end, by those who have been the most successful teachers. Otherwise he will hardly avoid wasting much of his own time and that of his pupils. Books upon the art of reasoning, upon the philosophy of mind, upon taste, and upon rhetoric, however unsuitable they may be for children, at the age at which they are often put into their hands, are important aids to the teacher.]

"When you have made yourself master of the regular text-book, study other writings and criticisms which handle the same subject."

"These counsels spring out of the thought that the fruitful activity of the teacher in school chiefly depends upon his accurate acquaintance with his subjects, upon their gradual and unceasing unfolding to his mind, and especially upon his clear consciousness of and insight into their relations."

GENERAL SUGGESTIONS.

For all young children, as I have already said, every thing should be *short and simple*. Short sessions,—short lessons,—short recitations,—every thing short,—save recesses. These may be long. Children soon get tired of restraint, and they must not long be confined. Let every thing be simple too,—easy to be understood. Children, especially young children, must not be subjected to long and hard thinking. Their brains cannot endure it. Frequently vary the exercise itself, as well as the mode of hearing it. Children are fond of change and novelty; and this element in their nature should be gratified. The kind and ingenious teacher will study out new and interesting ways to present old subjects; and thus lure them on in the paths of knowledge. It is surprising how long, in this way, interest in the same exercise may be sustained. I would instance in spelling, marking on the black-board, adding, numbering, or counting, and learning the origin, names, qualities and uses of objects. Much should be taught children before they begin to read, or rather in connexion with reading.

Talk to them much about outward objects, common things, such as are right about them; matters and occurrences of every day and every hour. Allow them, yea require them, to question you: Exercise their senses,—particularly

their organs of seeing and hearing. Question them on the size, form, weight, color, taste, appearance and uses of objects. Say to them, Does this object grow, or was it made by man? If it grows, where does it grow? In the water or on the land? On trees or bushes, or in the ground? What is its use? Is it sweet or sour? Beautiful or ugly? Do you want it? What do you want it for?

I once knew a teacher on her way to school, to pick up a small strip of leather, the rib of a dog, a fragment of a broken tumbler, a chestnut burr, and a pine cone. These furnished her with matter for half a dozen interesting and instructive conversations, or familiar lectures, with her pupils. She compared and contrasted these articles; spoke of their origin, formation, structure and use,—the points of difference and of resemblance in their composition, size, color, &c. The children looked at them, handled them, inquired and talked about them; and though they had all seen the articles before, and some of them many times, yet the teacher, by her ingenious inquiries and instructive remarks, succeeding in keeping up attention, and imparting to them the interest and charm of things entirely new.

But your instructions need not be confined to visible and outward objects. Direct the attention of the young listeners, even at this early period, to what is nearer to them than the external world, I mean the world within them,—themselves, their spiritual nature,—their own thoughts, feelings and inward operations. This part of education has been too long delayed; evils, moral and intellectual, have been the consequence.

Let teachers look to this matter. Painful must be the reflection to one of acute moral perceptions, that in all her labors with children, little or nothing has been done for the training of their spiritual and immortal nature. Study this nature. Cultivate this nature. Endeavor to train up good men and good women, even though they be not learned men and women. You may not be able to read the works of profound metaphysicians, but you can turn your thoughts in upon yourselves, and then read and learn *what* and *how* you should teach children. Excellent auxiliaries in this branch of juvenile instruction, you will find in Gallaudet's Work on the soul; also in his Natural Theology.

"HOW" SHALL I BECOME A TEACHER.

The first "how," therefore, of which I shall speak, is *how* to make the most of yourself as a teacher: for after all, more depends upon the teacher than upon the system. An efficient, energetic man, whose heart is in his work, will make almost any system work well. If then you would make the most of yourself and would succeed as a teacher, keep your eyes and ears constantly open and task your invention continually. In our profession more than any other, men are apt to become rusty—to follow on like a horse in a mill, in one beaten track, never seeking for improvements and better methods of discharging their duties. Be ever therefore on the alert, and learn all you can from others in relation to your profession; but at the same time, *imitate* no man *servilely*, and never think it glory enough to follow *implicitly* in the footsteps of some illustrious predecessor. And I will add

let no man copy even himself too closely and constantly; that is, let him vary his plan and mode of teaching a little, from time to time, if he wishes to have it work well and continue to interest himself and his scholars.

"HOW" TO SECURE PUNCTUAL ATTENDANCE.

Let no time be allowed for tardiness; that is, when the hour for opening school arrives, let the exercises forthwith commence, and let any scholar coming in afterward, though but a single moment behind the time, be marked as tardy, and let some penalty be attached, which shall make such a delinquency a losing affair. If you can make any fault bring its punishment along with it, you will prevent its frequent recurrence.

Perhaps I shall be best understood by concisely stating "how" we work in the Newburyport Latin and English High School, in one department of which, I have been engaged most of the time for the last twelve years. *Formerly* ten, and sometimes fifteen minutes, were allowed for tardiness, but always with bad effect. Of late years however, no time has been allowed. Our bell now begins to ring fifteen minutes and ceases five minutes before 9, and 2 o'clock. At 9 and 2, the scholars are required to be in their places, and the exercises of the school immediately commence. Any scholar coming in after this time, loses what we call the "clean-bill hour" (which I will presently explain,) and, in addition, if he brings no good excuse for tardiness, is liable to be detained after school at the discretion of the teacher. The "clean-bill hour" is an hour allowed on Saturday to all scholars who have not been punished, tardy or absent, (except for sickness) during the week; so that by being tardy but for a single minute, the scholar loses, at any rate, the "clean-bill hour," and, if he comes without an excuse, may be kept an additional half hour after school, which he soon learns to regard as a bad speculation. The result is that we have very little tardiness.

"HOW" TO BEGIN SCHOOL?

Dr. Johnson says it is always difficult to make a good beginning; and all teachers know that this remark is particularly true in the case of school-keeping.

"It is desirable," Mr. Abbott says, "that the young teacher should meet his scholars first in an unofficial capacity. For this purpose, he should repair to the school-room, on the first day, at an early hour so as to see and become acquainted with the scholars as they come in, one by one. He may take an interest with them in all their little arrangements connected with the opening of the school. The building of the fire, the paths through the snow, the arrangement of seats, calling on them for information or aid, asking their names, and in a word, entering fully and freely into conversation with them, just as a parent, under similar circumstances, would do with his children. All the children, thus addressed, will be pleased with the gentleness and affability of the teacher. Even a rough and ill-natured boy, who has perhaps come to the school with the express determination of attempting to make mischief, will be completely disarmed by being asked pleasantly to help the teacher fix the fire, or alter the position of a desk. Thus by means of the half hour

during which the scholars are coming together, the teacher will find, when he calls upon the children to take their seats, that he has made a very large number of them his personal friends. Many of these will have communicated their first impressions to others, so that he will find himself possessed, at the outset, of that which is of vital consequence in opening any administration—a strong party in his favor." And I may add, by continuing this practice of going to the school-room early for several days, and by keeping up a free and friendly intercourse with your pupils both before and after school, you will soon secure an ascendancy over their minds, which will greatly assist you in discharging your arduous duty and will render your task comparatively easy and pleasant.

Dr. Franklin once gained the friendship of a man bitterly opposed to him, by borrowing of him a valuable book, and soon after returning it with his thanks for the favor; and many a teacher has won the confidence of a wrong-headed, cross-grained pupil, by simply requesting him to perform some little service and expressing gratitude for his kindness.

"HOW" TO MAINTAIN ORDER?

One of the most important general practical directions in establishing and maintaining good order in school is, *Do not make much noise yourself*; and were I asked for a second and a third, I would simply repeat it, *DO NOT MAKE MUCH NOISE YOURSELF*. A bustling, noisy teacher will always make a bustling, noisy school; and, in general, you will find the noise in a school is in direct proportion to that which the teacher makes himself. I repeat it, *the noise in a school is generally in direct proportion to that which the teacher makes himself*.

I had occasion not long since to visit a school, where the teacher had a stentorian voice, and he used it as though he had no fears of consumption. Every thing was moved forward as if by steam; orders were given at the top of his voice. But what struck me as a little remarkable was, that he never stopped long enough to see that his orders were obeyed. He called a class to recite. The questions were asked in a tone of voice loud enough to be heard a quarter of a mile; and whenever any confusion arose in a different part of the room, (and it was of frequent occurrence,) he would strike upon the desk with a stick and cry out, "order there," "order," and before the sound of his own voice had died away, he would put another question to the reciting class. And if his school was not a Babel, it certainly was no fault of the teacher. And yet this man possessed a good deal of intelligence and had been a teacher for years, and no man could doubt his energy; and I fully believe, that could he but adopt a deliberate and quiet manner, and utter his directions and ask his questions in a low but distinct tone of voice, he would keep a first rate school.

THE WAITING PROCESS.

There is a clergyman not a thousand miles from Newburyport, who makes it an invariable rule, never to proceed with any of the services on the Sabbath until the congregation are perfectly still, and the result is that he always has a quiet and attentive audience. The people do not rush out of the house before the benediction

is half finished, as though there had been an alarm of fire. So in school keeping, *simply waiting* will do a great deal towards securing and maintaining good order. In the outset I am aware that it will cost time and patience, but in the end it will save both. One of the best disciplinarians I ever knew, assured me that the whole secret of his remarkably successful government, consisted in this *waiting process*. Whenever there was any noise or confusion, all the other exercises of the school were suspended until it ceased. He would neither hear recitations, nor grant recess, nor dismiss school even until all were still and attentive. If he called a class to recite and they came out in a disorderly manner, he would send them back and let them try again, and so repeat the process, and keep them training until the thing was done properly. In recitation too, if there was whispering or inattention, he would immediately stop until it ceased. The result was, that for the few first days he had very few recitations and very little was done; most of the time was spent in *waiting*. But at length finding the teacher mild but decided, his pupils concluded that they must either comply with his terms or consent to have nothing done. And they did comply, and he had a very pleasant school, remarkable for its excellent order.

It should never be forgotten, that what is called *discipline* in schools, is a *means*, not an *end*. The real object to be accomplished, the real end to be attained, is to assist the pupil in acquiring knowledge—to educate the mind and the heart. To effect this, good order is very necessary. But when order is made to take the place of industry, and discipline the place of instruction, where the time of both teacher and pupils is mostly spent in watching each other, very little good will be accomplished. And I am ready to hazard the strange remark, that the stillest schools are not *always* the best, though they generally are.

Bees when most busily at work, generally buzz a little, and so do boys. On the other hand, I am willing to acknowledge, that where there is the *most hum* there is not always the *most honey*. Nevertheless the activity of life is better than the stillness of death. I have no doubt but there are those who, by dint of constant effort and energy, can keep their pupils on their seats almost as motionless as so many statues; and their pupils meanwhile *may seem*, like the Irishman's owl, to keep up a tremendous thinking; but I imagine they are thinking more of their teacher than their studies.

Good order and thorough discipline should by all means be maintained, but it should still be remembered that on this subject, as on almost all others, *virtue is the medium between extremes*.

"HOW" TO CONDUCT RECITATIONS.

Don't talk too much yourself; in other words, make the class do most of the talking.

Many teachers during recitation are constantly asking, what the lawyers call, leading questions, leaving little for the scholar to say, except yes or no.

I have heard teachers speak of *CARRYING* a class through this or that study, and I think this must be what they meant by it. And, let me add, boys will never go *alone* so long as they can be *carried*.

A score of objections might be urged against this course: one is, that it takes a great deal of time; another, that it costs the teacher a great deal of labor; and a third is, that it makes the scholars miserably superficial. And so these objections go on stronger and stronger. Few scholars will ever take the pains to get a lesson *thoroughly*, while they are sure that the teacher will so multiply and arrange his questions as to suggest what the answers should be. And I will venture the assertion that, other things being equal, those schools are invariably the best, where teachers *hear* the recitations, and where the *scholars* are made to do most of the talking and explaining. There you will find the best instruction and the most thorough scholarship. And besides this advantage of greater thoroughness, scholars thus acquire the *habit* of easily and clearly expressing their thoughts, and the power of stating and explaining accurately the most difficult and involved propositions. Now this habit and ability will be of immense advantage to them in future life—a continual source of pleasure and influence to them.

Let me not be understood as opposing explanations on the part of the teacher. I mean simply that of these there may be too many as well as too few, and that, when too often repeated, they lose their effect and defeat their own object. I mean that, in general, scholars should explain more, and that teachers should explain less.—[Howard.]

THE BEST MODE OF TEACHING THE ALPHABET.

It is not pretended that one invariable course ought to be pursued by all, in teaching the alphabet. The instructor, who gives his heart to his business, will endeavor to ascertain by experiment, in whatever he teaches, the best way of reaching each pupil's mind.

Of the various modes of teaching the alphabet, there are two extremes, both of which ought to be avoided. One of them is, to teach the pupil to designate by name each of the twenty-six letters, without giving him, in the mean time, any idea of the use of them; without his ever seeing or hearing them combined in words; till he can tell the name of any one of them at sight, wherever he may find it. Months are spent in teaching the names of the letters in this manner, and then other months, in joining them together in unmeaning syllables—or in columns of words equally as unmeaning to a child—for the mere purpose of showing their sounds. All this time is spent, before the learner can begin to use them as the representatives of ideas.

An opposite error is, teaching the pupil to repeat a hundred or two of words, by impressing on his memory the appearance of them, each as a single object, without informing him of the name of a single letter, or even telling him that the words, whose names he repeats after his teacher, are composed of smaller objects called letters.

Though there are well founded objections to both of these modes, a faithful and discriminating teacher, who is satisfied with either of them, will sooner or later accomplish his object of teaching his pupils to read. But if the process of taking the first steps in learning to read can be made shorter, more intelligible, and more agreeable, by a different course; if the pupil is more likely to acquire correct prin-

ciples at the commencement, respecting the very important art of reading—let us adopt that course, in giving our instructions.

A better mode than either of the two, is, one partaking partly of each; that is to teach the alphabet, reading and spelling in connection with each other. For instance turn to a lesson which begins with the word *ox*, tell the class that the word is *ox*, and require them to look at it and repeat it. Also inform them that the letters are *o* and *x*. Require them to fix their attention upon these two letters, till they can recollect how they appear, so well as to point them out and to mention their names, when seen somewhere else. Teach them how to spell the word, while looking carefully at the letters, and then how to spell it with the book shut. Ask them some easy and familiar questions about the *ox*, and give them such information about him, as is adapted to their minds. They should have something to interest them, something on which the understanding, as well as the memory, can take hold. If the class would, in this manner, learn this word of two letters, at three or four lessons, that is by one day's work, they would effect far more than is commonly effected in one day, by the usual modes of teaching the first step in reading.

The word *fox* affords the next exercise for the class, presenting the little learners with one additional letter. Let this word be learned in like manner as the preceding, and so of several succeeding lessons, each consisting of one or two, or a very small number of short words, expressive of such ideas as are adapted to a child's mind. Before a long time the class will arrive at such lessons as the following: "*The clock ticks*," "*Smell this rose*." They should be required to read them—of course after a dictation of the teacher—with the same readiness and propriety of utterance, that he himself does. The learner's attention must be carefully directed to every letter, that its form and name may be impressed on his memory; and to every word, by spelling it, both with the book open and then shut, that he may become acquainted with the powers, the sounds of letters. Whatever is read must be the subject of question and answer, receiving all necessary explanation from the teacher, so that a habit may be formed of never repeating words without their correspondent ideas. Unless the teacher is careful, the pupil of ready memory may be able, with the help of the pictures, to read and spell all the words in his primer, if he takes them in the order they stand, and after all may not know his alphabet. After reading his lesson with his teacher's aid, he must be required to point out any particular word in it, and any letter, until there can be no doubt that he can readily distinguish every letter in the alphabet by its name.

That the alphabet ought to be taught in the manner mentioned, in connection with reading and spelling, rather than as a distinct exercise, is apparent from the following considerations. When letters are presented to a child's notice, without any reference to the use which is to be made of them, he is much less interested than when he sees them so combined, as to form such short words as are familiar both to his ear and his mind. His learning the letters by name, without having the least idea of their use, is not unlike our learning to repeat by memory twenty-

and twenty-fifths, being careful all the time to use similar phraseology, saying *denomination* or column of units, tens—denomination of hundredths, tenths—denomination of twenty-fifths, &c. We added one or two different examples. Almost simultaneously the whole class caught the principle, and gave the following rule, with no further aid from me except one restrictive clause, "In all cases of addition, collect into one sum all the parts of each denomination, beginning with the lowest, and change the value, if large enough, into the next higher denomination by dividing by as many as make one of that denomination, retain the remainder, and add the quotient to that higher denomination." By a slight modification, the principle may be extended to the other elementary processes of arithmetic, and what is spread over fifty or a hundred pages of the text-book, at last compressed into a few words. This is never forgotten, and rewards all their previous labor. In arriving at this result, their minds have been conducted through a process not unlike that which led Newton to announce the great law of attraction.

In various applications of elementary arithmetic, it often happens that the pupil may be led to discover a common principle, where on first observation, no resemblance, but seeming dissimilarity appears. Take, for instance, the 24th Section of Colburn's Sequel. How many questions apparently unlike, in all of which the pupil should be led to perceive simply this, a certain part, or number of parts given to find the whole. Do not leave the section, till your pupil can readily perceive, whatever may be his method of operating, that the simple thing to be accomplished in each case is, from some given part or parts of a number or quantity, to deduce the whole. Do not be afraid of the time it will take. It requires time. It is worth all the time it requires. Delay upon it day after day, if necessary, till the thing is done;—till the fundamental idea is grasped by your pupils.

One fundamental idea, distinctly perceived and clearly apprehended, is worth an infinity of hazy, half-formed notions. Such are worthless either as foundation stone to build on, or as materials to be wrought into the superstructure.

HISTORY.

The great object of studying history is to profit by the lessons of the past. To do this it is indispensable, not only that particular facts should be made quite familiar, but that their relations, causes, and consequences should be traced out; that they should stand, if I may so speak, in the mind of the pupil, in the same relations and juxtapositions in which the facts themselves stand.

Take for example, the history of our country. Let the pupil first understand that the thirteen original States were English colonies. Explain the colonial relation. Then let him study briefly, the history of the revolution, which severed the colonial relations, and of the beginning, progress and issue of the war which accompanied it. This is the middle of our subject—the point at which we take our stand. The pupils have learned that a great event occurred, they have fixed its date and ascertained its leading incidents. The natural enquiry of almost every pupil, unless his nature has been

unmade by previous bad practices, is to ask for the causes. One of the first primary truths suggested to the mind and acted upon by everybody long before it is embodied in a verbal proposition, is, that every effect in the natural and moral world has an adequate cause. The mind naturally reverts to the cause.

Proceed in accordance with this strong natural tendency. The American revolution had its causes. What were they? To answer this question the pupil must explore the whole field of colonial history, with the question before his mind. He must look at the origin of the principal settlements, make familiar acquaintance with the great minds among the colonists, which did most to shape the destinies of the country. He will note the influence of the French and Indian wars in rearing soldiers. He will study the frequent and sharp struggles between the local Legislatures, and the Crown. He will look attentively at the habits, the morals, and the religious character and opinions of the colonists. Having done this faithfully, he has no very imperfect views of the causes of the revolution. He can tell you something more about it, than that "the colonists did not want to pay taxes."

Our pupil may now go forward, and trace the consequences of that event,—some of them—not to the end,—for the end is not yet, either on this continent, or the other.

Let it ever be remembered that history furnishes daily opportunities for inculcating great moral lessons, and of exercising the moral faculty of the pupil. Let not the teacher, who omits or overlooks these opportunities, flatter himself that he is faithful to his high trust.

Require your advanced pupils to write on subjects upon which you would have them collect knowledge.

Suppose, for instance, the question to come up, whether there are facts to sustain the geological theory of a great central heat in the earth. When first suggested, the pupil will, probably, know very little about it. Let him examine the various proofs on which its advocates rest. In doing so, he will collect and remember a vast number of facts having relation to the question.

Teach by example. We must ourselves have done what we wish our pupils to do. Conduct your exercises without dependence on the book. Having your own knowledge of the subject so familiar and well arranged, that it will come when you bid it, throw your whole self into the exercise. See your pupils eye to eye. Your own spirit and manner will be contagious to all, with very few exceptions, like those to whom neither inoculation nor contact will communicate the most contagious of all diseases.

Show your class, by your own living example that no knowledge of the subject in hand will answer for yourself, but that same familiar well arranged knowledge, which you enjoin it on them to acquire. You will, of course, remember the difficulties you yourself had to encounter, and be very charitable to their mistakes and failures, and give them full credit for their successes.—[Adams.]

NATURAL PHILOSOPHY.

Having paid some attention in detail to the nature and agencies of heat, might not the teacher propose to his class to bring in the next day,

a written report of whatever cases they can collect, in which man employs heat as a helper in works of art?

The result would be an interesting enumeration of many artificial processes, in which the agency of heat is employed. The following record may be taken as a specimen.

1. Man uses the expansive power of heat to force the particles of water apart, and applies the steam thus generated to propel the steam engine. In this manner, with almost creative power, he produces and directs a force, which performs the most exquisite works of art, or puts forth more than giant strength to overcome the most formidable obstacles on land and sea. It performs half the work of civilized man. It overcomes wind, and tide, and oceans, and mountains.

2. Heat is employed for purposes of distillation, separating liquids which are mixed, by reducing to vapour that which is evaporated at the lowest temperature.

3. It is employed to warm houses and ventilate them. The methods of warming them are various; sometimes by radiation, as from the open fire-place, or the heated surface of a stove; sometimes by heating air in an air chamber in the cellar, which by its increased levity will rise through apertures in the floor, and diffuse itself through the room. Sometimes heat is conveyed latent in steam through pipes to all parts of large buildings, and given out again by condensation. It is employed to carry smoke away from fire. A portion of air is heated by the fire and in its ascent carries off smoke. Air flues carried up by the side of smoke flues form an effectual mode of ventilation. An open fire-place is a good ventilator.

4. It is used in baking and boiling food.

5. It is employed to hasten many chemical processes.

Others continue to communicate. Several have the same.

Now call upon one and another to recapitulate, in the order in which the facts were stated. This will be a motive, if any is needed, to attention. If you think best, let all record the reports in a blank book; not when given—you want attention only then—but afterwards.

This exercise was exciting and pleasant. Habits of observation were strengthened, some of the various ways in which a great natural agent is employed by man, made familiar. If this part of the subject is left here by the teacher, after a few remarks, it will not be left by the class, but will be a subject of conversation and reflection. Within the next twenty-four hours, as many more instances will be collected and garnered up, and remembered.

For the next day, direct their attention to a new field of observation. Let them collect phenomena, in which heat exerts an essential agency without the interposition of any human power to direct or to control it.

They report as follows,—

A. The sun heats the air by shining on it.

B. I have the same fact but explain it differently. The sun does not heat the air by shining upon it. Air and other transparent media are thought to transmit heat without absorbing it. I have come to the conclusion that the earth first absorbs heat from the sun, and then warms the air in contact with it. After a few words

of explanation from the teacher, A. is ready to admit the statement of B.

C. has carefully examined the formation of clouds, rain, hail and snow. He reports as follows:—Heat is constantly vaporizing water from the surface of land and sea. The vapor is conveyed away on the wings of the wind. The warmer the air, the more water it will hold in solution. When any portion of the air is cooled, the water suspended in an aeriform state is condensed into globules of liquid, forming fog on the earth and clouds in the air. When sufficiently accumulated they discharge their contents in the form of rain, hail or snow,—rain, when the drops do not pass through a portion of air cold enough to freeze them, or sufficiently dry to evaporate from the surface of the drops fast enough to freeze them; hail,—when the drops are frozen in falling, and crystals of snow when freezing takes place at the instant of condensation.

D. has examined the formation of dew and reports: In the night, objects on the earth cool down below the temperature of the atmosphere, by radiating heat into space. The air in contact with colder objects deposits moisture, and thus dew is formed.

E. adds, moisture is collected in the same manner on the outside of vessels containing cold water in summer, and on windows in winter.

F. says, the frost work on stone and brick buildings, in warm days in winter, is moisture condensed from the air, and frozen by the cold walls, while snow and ice elsewhere are melting.

G. reports, that he watched a little fleecy cloud as it floated along in the air, and saw it melt away and disappear. The atmosphere, he said, not being saturated with moisture at the temperature it then had, there was heat and dryness enough in it to vaporize the cloud. Not far off, he adds, another little cloud grew and gradually became quite large. Here the air had not heat enough to keep its moisture in an aeriform state and made a cloud.

This report was so rich and various that time was wanting to complete it, and the subject was laid over till the next day. This day the reports were equally interesting and various. We cannot now give them. The subject had been thought of, talked of, and all the powers of observation quickened into exercise, and a great variety of facts connected in their minds with the agency of heat.

For the next day a few questions were proposed for solution, such as—1. How does water extinguish fire? 2. Why does the temperature rise at the beginning of a snow storm? 3. Why a sudden fall of temperature during a shower of rain? What effect have large bodies of water upon atmospheric temperature?

ORAL TEACHING.

"Few branches, and well," should be the teacher's motto. I know one who requires his scholars to read a sentence three or four times over, if a single error is committed in the repetition. This practice will not make railroad readers—those who are praised according to their speed; but, I am confident it will make correct readers, though they should advance only at the humble rate of a man's unaided

walking. Scholars, to be accurate, must review their lessons often and thoroughly. Each exercise should be bound by bands of steel to all that precede it. Be not ambitious to carry a pupil over many authors or many pages, but be perfectly certain that there is no line or word he has passed over, which he does not now understand.

Teaching by conversation with a child, keeps his mind active, and it impresses whatever he is hearing, for the moment. But it is unfriendly to systematic culture, and rigid mental discipline. It is excellent in awakening the attention of the sluggish; it is useful, nay, indispensable, in the explanation of difficulties which spring up by the way, during study or recitation. A question often proves the "open sesame" to a child's mind, effecting an entrance, and throwing light, into regions of profound darkness. Oral instruction is the more requisite from the poverty of our school books. Many of these afford only glimpses of the subjects they treat. Instead of exciting the interest, by warming the heart of a child, they not seldom act as complete refrigerators. Some are so rapid, and show so little knowledge of the capacities of childhood, as to remind one of the green-house built in East-India by the wife of a British Governor, the effect of which was to exclude every particle of heat from the plants. Who can teach geography, for example, by relying on any manual now in existence?

Still there may be some benefit in the use even of a poor text-book. For it may force the mind into vigorous efforts for correcting the faults of the author. Folly teaches something, as well as wisdom, in this world. In any event, manuals do good by assisting children in self-education. They present a kind of facility, on which, in after life, we must often depend. They tend to form habits of systematic, persevering mental exertion. They furnish a reply to that question so often put forth by scholar and parent, "What good will it do to study this or that branch?" They show the good to consist, not in the thing learned, but in the act of learning—in the mental discipline and power that come from indispensable effort.

Oral instruction is particularly adapted to early childhood. From six to eight years of age, a scholar learns little from books. The mind is then so volatile and discursive, as to resist attempts to induce protracted study. It must be taught, not in the abstract, but in the concrete. The method pursued by Carlyle, in his *French Revolution*—that of giving sketches and pictures, instead of connected essays—is best suited to younger pupils. This is the actual course pursued, indeed, by a large proportion of the adults of our race through life. Self-taught men gain their knowledge and power by fragments, not by the study of long and formal treatises. We all acquire much by conversation, that is, orally, disconnectedly. Probably we gain more information and mental ability by this, than from all our teachers, books, and systematic education. Nature, therefore, sanctions the oral teaching of the young.—*Muzzey*.

INTELLECTUAL HABITS.

The teacher must excite the interest of his pupils in their studies. Before doing this, he must himself feel a deep interest in the children;

he must love them, and desire to do them good. Without these feelings, he will find all helps and appliances fruitless. I once knew a teacher, who complained of dull scholars, recommended to procure illustrations, pictures, cabinets, and apparatus. But, valuable as these are, in the true hands, there was one aid omitted in the catalogue, which would have supplied the place of them all; and that was a hearty love of his work. That man toiled in the school-room only to make money. He absolutely hated his occupation, and for children, he loved them only at a distance. How could it be, that he was not beating always up a river, and against a tremendous current?

Again, secure the greatest possible concentration of mind, while you, at any time, exact study, or hear the recitations of the children. We lose immeasurably by requiring a length of attention to their books inconsistent with severe application. A child learns nothing, while in that dreamy, half-living state, in which many spend much of the three hours' exercise. Memory depends on attention; and that can be given unremittently but for a few moments at once. Children are volatile and unfixed in their thoughts. We should never forget this, but allow them perhaps more time than we commonly do for their recess, or change their objects of attention more frequently. Let the teacher select his own means, but I would earnestly press the necessity of requiring a fixed, intense application of the mind, when study and exercises are in hand, and of giving proportionate recreations.

Teach habits of observation. Children naturally discriminate. They do it in their sports; the boy always knows who should stand at the goal, and who toss the ball. Make him just as certain in his studies. For this purpose he must watch. He must distinguish between things very nearly alike. Educate him to perceive shades of difference in truth and error. Do not allow him to call a thing yellow which is orange-colored, or that white which is of pearly aspect. Thus only can we train up men, to be accurate in business, to testify intelligibly and correctly in a court of justice, to be true specimens of the symmetrical man.

Children should be educated in good habits of expression. They must not only know how a problem is solved, but must be able to state the method clearly and fully. Quite as much is gained by endeavors to communicate knowledge as by solitary study. This habit gives a command of language, which the scholar will hardly otherwise acquire. It shows him the extent of his resources, and where he needs fresh application. It gives him fluency of utterance, and at the same time grammatical propriety. In some schools the teacher is content with guessing out the ideas and meaning of the scholars. They speak, by hints, in half-formed sentences, and with a tone and manner so loose, disjointed and slovenly, as to savor of any place rather than a school-room. It is quite as important for the education of a child, that we should understand him, as he us. Thus only can we determine, whether he is really acquainted with the subject before him, whether he has just ideas, or is only giving us mouthfuls of words.

Aim in all things to secure the utmost accuracy. Do you teach writing, be not satisfied

with a scholar's marking over the destined page, or half page, but see that every letter is correctly formed, if but ten be written for an exercise. Are they spelling? Do not judge of their proficiency by the number of columns they can faller through. If each pupil can spell but a single word, let that word be first pronounced, and that distinctly, and then let each syllable be given separately, and each letter with its exact sound.—[Muzzey.

PHYSICAL HABITS.

Among the regulations of a school of long standing, in one of our larger cities, we find the following requisitions:

"Boys are required to scrape their feet on the scraper, and to wipe them on every mat they pass over, on their way to the school-room; to hang their caps, hats, overcoats, &c., on the hooks appropriated to them, respectively, by loops prepared for the purpose; to bow gracefully and respectfully, on entering and leaving the school-room, if the teacher be present; to take their places immediately on entering; to make no unnecessary noise within the walls of the building, at any hour whatever; to keep their persons, clothes, and shoes, clean; to carry and bring their books in a satchel; to quit the neighborhood of the school, in a quiet and orderly manner, immediately on being dismissed; to present a pen by the feather end, a knife by its hilt, a book by the right side upward to be read by the person receiving it; to bow, on presenting or receiving any thing; to stand, while speaking to a teacher; to keep all books clean, and the contents of desks neatly arranged; to deposit in their places all slates, pencils, &c., before leaving school; to pick up all hats, caps, coats, books, &c., found on the floor, and put them in their appropriate places; to be accountable for the condition of the floor nearest their own desks or seats; to be particularly quiet and diligent, whenever the teacher is called out of the room; and to promote, as far as possible, the happiness, welfare, and improvement of others.

"No boy to throw pens, paper, or any thing whatever, on the floor, or out at a door or window; to spit on the floor; to mark, cut, scratch, chalk, or otherwise disfigure, injure, or defile, any portion of the school-house, or any thing connected with it; to meddle with the contents of another's desk, or unnecessarily to open and shut his own; to use a knife in school without permission; to quit the school-room at any time without leave; to pass noisily, or upon the run through the school-room or entry; to play at *paw-paw*, any where, or at any game in the school house; to retain marbles won in play; to whittle about the school-house; to use any profane or indelicate language; to nickname any person; to indulge in eating or drinking in school; to waste school-hours by unnecessary talking, laughing, playing, idling, standing up, gazing around, teasing, or otherwise calling off the attention of others; to throw stones, snow-balls, and other missiles, about the streets; to strike, push, kick, or otherwise annoy his associates or others—in fine, to do any thing that the law of love forbids; that law which requires us to do to others as we should think it right that they should do to us."

"We occasionally hear complaints that we are

too particular. We hope this is not the case. From some experience, it has been found best always to insist upon the performance of duties, however small, in some particular and uniform way that has been found most expedient; for, if any wandering from the fixed standard is allowed, there is no limit to the latitude that may be taken, and order and neatness will usually be dispensed with. We hope, then, that if, in any thing, we seem even notional, our exactness may be borne with, as the best means that has occurred to us for the accomplishment of a desirable end. Our notions may not be the best, but we know no better, and would gladly receive the communication of more efficient ones from any quarter.

"In regard to the manners and morals of those under our charge, we presume that no one will find fault with our being particular; and, perhaps, the character and organization of our school gives us more opportunity to attend to these than most teachers enjoy. In regard to good manners, there seems to be no more reason for dispensing with them in the school, than in the drawing-room, or the church. School, to be sure, has its peculiar observances; but they can all be brought within the pale of respect and good feeling. Under all circumstances, we endeavor to enforce those marks of respect which the young owe to their elders, and of kindness and gentleness that they owe to each other; to show them that these are not to be limited to those of their own rank in society, but extended to all, as God's children and their brothers; that they, too, owe something to the comfort of the community at large, and that all municipal regulations must be strictly observed, as intended for the convenience of all; and that school-boys can, if they will, withdraw themselves from the genus *bears*, and maintain the character of gentlemen."—Thayer.

MORAL INSTRUCTION IN SOCIAL DUTIES.

NEXT in importance are our social duties—those which arise from our relation to our fellow creatures, and which are comprehended in the second great commandment of the New Testament.

These should be daily and regularly explained and enforced. The general neglect of this most important part of education seems to proceed partly from a belief that it is sufficiently provided for by the instruction of parents, and of the ministers of religion. If instruction in social duties were sufficiently given elsewhere, it would indeed be superfluous to insist upon it in school.

The discovery has been made, and in some places men have begun to act upon it, that it is better to prevent the commission of crime, than punish it when committed; that a merciful code of school laws may be made to take the place of a sanguinary code of criminal laws; that good schools are better than bad jails; that a kind schoolmaster is a more useful member of society than a savage executioner; that capital instruction is better than capital punishment; that it is better and easier to teach a boy to love a heavenly Judge, and keep his commandments, than to teach a man to fear an earthly judge, after he has broken the commandments; that it is pleasanter to spend a long life in the service of God and mankind, and the enjoyment of health and prosperity, than to divide a short life between

the poor-house and the prison, and end it on a gallows; that it is better to prepare men to fill their own pockets honestly, than to tempt them to empty their neighbors' pockets dishonestly.

If these are truths, the teacher has a most important public duty to perform. If it be true that, to form the child, by daily instruction and daily training, to a regard for the laws of justice, integrity, truth and reverence, so that he shall grow up mindful of the rights of others, a good neighbor, a good citizen, and an honest man, is better and more reasonable, than to leave him in these respects unformed or misled, and to endeavor afterwards to correct his mistakes and enlighten his moral sense by the weekly instructions of the pulpit, and the influence of the laws of the land;—the teacher *must* give regular and systematic instruction in social duties. If these are truths, the teacher *has* a great work to perform. He has to lay deep the foundations of public justice. He has to give that profound and quick sense of the sacredness of right, and the everlasting obligation of truth, without which, law will have no sanctity, private contracts no binding force, the pulpit no reverence, justice no authority. If these are truths, and if it is a greater thing to form than to reform, it becomes all parents to look to it, what manner of men they have for their children's teachers.

The question recurs, How shall this moral instruction in social duties be given?

Cases are continually occurring, in every school, of the violation of these duties in the intercourse of the children with each other. These should never be allowed to pass without the lesson which they suggest. A boy may be easily made to understand, that if he injures the property of another, or defaces the school-house, he as really violates the law of property, as if he took money, since he subjects somebody to an expense, which is pecuniary, and also gives trouble; and if this were fully explained, such offences would cease to be so common. The same may be said of the petty thefts of books, pencils and pens. They are committed because the offender is not made to understand that they are of the same complexion as stealing the money, by which these articles were purchased. These are not small matters. A child allowed in the commission of such sins, will be in danger of going on, by imperceptible degrees, to those more considerable offences against property, against which is denounced the rigor of the law. It is found that great numbers of those boys, who are sent, by a decree of the courts, to the House of Reformation in Boston, for offences which subjected them to imprisonment, took their first lesson on the wharves, where they supposed they were not seriously violating property, by taking a little molasses from a cask, or a little coffee or sugar from a bag or box.

This teaching of moral truth by details is a duty of which any faithful Christian teacher is capable.

But moral instruction is too important to be left to the occasions that may occur in the business of the school, or to those that may be presented by the studies that are pursued. The moral sentiments are the highest of our faculties, and their education should form an integral part of the teacher's plan. Systematic moral instruction can be given only by assigning, in the

arrangements for each day, an hour at which attention shall be exclusively given to it. For this purpose, the teacher must provide himself with some good treatise on moral philosophy, like Wayland's or Parkhurst's, and selecting a portion, prepare himself for each lesson by careful study and thought upon some one particular point. These exercises need not, and should not, occupy more than five or ten minutes. In this way the great cardinal duties may be more or less fully explained in the morning exercises of ten or twelve weeks.

The habit of self-examination should be enjoined upon the child. He may easily be taught to ask himself, "Have I done what I ought?" and the habit of comparing himself with himself, of asking, "Have I done better? Have I made progress? Have I faithfully used my faculties? Have I availed myself, as I ought, of the opportunities which have been presented to me?"—This habit may be substituted for the always questionable and often pernicious habit of comparing himself with others.

EMULATION.

This leads me to consider some of those practices which often prevail in school, which I regard as foreign from the cultivation of the moral sense, and sometimes even hostile to it; hostile, because they tend to give activity to those lower propensities, which it is the office of the conscience to subdue and keep in subjection. One of them I have just alluded to. It is the practice of stimulating children to exertion, by mating them against each other, by exciting the spirit of rivalry. It is, perhaps, possible for this spirit to exist, in a generous soul, unconnected with its natural allies, jealousy, envy and hatred. It is, doubtless, easy for one who has without difficulty surpassed all his rivals, to look down upon them with kindness and compassion. But such are not the usual feelings of those who have been outstripped. Generous rivalry is the exception: It is idle and unphilosophical to say, such is human nature, and we must take it as we find it. We must not take it, at least we must not leave it, as we find it. The very object of education is to improve the character of the individual; and this it must do by fostering the good and repressing the bad tendencies. Whoever will carefully observe the operation of the spirit of rivalry, will find that it is usually accompanied by a desire to pull down the rival, to detract from his merits, to depreciate his virtues. There are few who hear with pleasure the praises of a rival, and still fewer who cordially rejoice in his success. I would, therefore, discourage the spirit of rivalry, because of its tendency to excite the contentions and malignant passions, which, it seems to me, the whole force of my influence should be directed to repress.

FLOGGING.

Another practice, formerly not uncommon, seems to be founded on a mistaken view of the human character. I mean the attempt to subdue a child of an irritable and violent temperament by violence, by the rod, by brute force. If violence is to be used in school in any case, it is not in this. The remedy exasperates the disease. One who had an infinite insight into the human heart, has told us to overcome evil with good.

And is savage severity, is cruelty, are blows the good wherewith you would overcome the evil of a passionate temper, in a spoilt or perverse child? Do gentleness, mildness, forbearance, grow up under such influences as these? If your object is to strike terror, to wreak vengeance, or to produce a seeming submission, these are doubtless very suitable means. But the fruit of severity is obduracy—of cruelty, hatred—of blows, resistance, or duplicity and cringing servility,—the characteristics of a slave.

Let me not be misunderstood. I would not take the rod out of the teacher's hands. It may be absolutely necessary to enforce authority, and authority must be enforced. But I would remind the teacher that the only sure foundation for authority is justice; the only thing absolutely irresistible is kindness;

"An earthly power does then show likest God's,
When mercy seasons justice."

Another way in which morality is to be taught is, by example and influence. And this is the most effectual and indeed the only effectual teaching. It is in vain that you will con the moral lesson, in vain will you preach homilies upon virtue and goodness;—unless the heart speaks, the words are uttered in vain.—The first care of the teacher, then, is with his own character, his own heart, his own life. What he is—teaches. Let him not think to flatter himself, and cajole others, by saying he might teach morals if he would. He must, he will, he does teach, whether he will or not. If he is really interested in the subject, if his moral sentiments are in a state of healthy activity, his whole deportment will declare it; not only his words, but the tone in which he utters them, his eye, his features, his step, every thing will speak the deep feelings which pervade his inmost breast. He will earnestly seek for modes to bring his principles to act upon his pupils, and he will find them.

If he be immoral, his immorality will teach. In spite of himself, it will teach. The profane word, the proud look, the impatient movement, the harsh expression, the violent tone, the indecent gesture—each will teach its own bad lesson. The foul breath of the drunkard teaches no less really than his foul language.

If he be of a character which the Great Teacher declares to be farther from the kingdom of heaven than either, if he be indifferent—if he care for none of these things, his very lukewarmness teaches. To say by one's actions that the great law of justice is of no consequence, that the love of our neighbor is of no consequence, that the reverence and worship of the Infinite Father are of no consequence—this is to teach selfishness, injustice, impiety.—Emerson.

SCHOOL DISCIPLINE.

Upon what shall school discipline be based? I answer unhesitatingly, upon authority as a starting point. As the fear of the Lord is the beginning of divine wisdom, so is the fear of the law, the beginning of political wisdom. He who would command even, must first learn to obey. That implicit obedience to rightful authority must be inculcated and enforced upon children, as the very germ of good order in future society, no one who thinks soundly and follows out principles to their necessary results, will presume to deny. Yet, it is quite offensive

now-a-days to ears polite, to talk of authority, and command an injunction. We must persuade, and invite, and win. Respect for law is hardly sufficient to insure the infliction of its severer penalties. Thus the restraining influence of fear is ineffectual where most needed. Penalties, being too much dreaded by the innocent are, for that very reason, too little dreaded by the guilty; who soon learn to avail themselves of the protecting shield that overstrained mercy casts before them.

The present is an age remarkable for the ascendancy of sympathy over the sterner virtues. Kindness, powerful, overwhelming in its proper sphere, has assumed a false position; has stepped beyond the limits of its legitimate control, and, having wrought such mighty magic with human misery and guilt through the benevolent labors of Howard, Fry, Dix, and a host of others less widely known and equally deserving seems almost ready to be crowned the omnipotent regenerator of the race, to purge the heart from sin and sanctify it unto holiness. But, in our admiration of the efficacy of one agent, we must not despise or overlook the value of others. Kindness cannot supply the place of authority, nor gratitude that of submission. I admit that the easiest, and where the doctrine of subordination is not questioned, the best way to gain a compliance with our wishes is, to allure to it by kind treatment and agreeable manners; but I deny that such compliance is any test of the spirit of obedience. True obedience is a hearty response to acknowledged authority. It does not voluntarily comply with a request, but implicitly yields to a command.

It is common to sneer at this idea of subjugation, and to call it "breaking the will," and destroying the free spirit; and we often hear and even approve the proud boast, "You may coax, but you cannot drive me." This bespeaks strong impulse, and so far promises well for the individual; but when said with reference to rightful command, it indicates a will impatient of rational restraint; it means, "I am weak enough to be wheedled by your arts, but have not the strength of purpose to subject my will to your authority;" in other words, "I acknowledge that my principle is the victim of my feeling; that it is safer to appeal to my caprice, than to my good sense." An eloquent writer (Rev. J. Abbott,) of the highest authority remarks:

"The first step which a teacher must take, I do not mean in his course of moral education, but before he is prepared to enter that course, is to obtain the entire, unqualified submission of his school to his authority. We often err when designing to exert a moral influence, by substituting throughout our whole system persuasion for power; but we soon find that the gentle winning influence of moral suasion, however beautiful in theory, will often fall powerless upon the heart, and we then must have authority to fall back upon, or all is lost. I have known parents whose principle it was, not to require anything of the child, excepting what the child could understand and feel to be right. The mother, in such a case, forgets that a heart in temptation is proof against all argument; and I have literally known a case where the simple question of going to bed, required a parental pleading of an hour, in which the mother's sto-

ries of rhetoric and logic were exhausted in vain. Teachers sometimes too, resolve that they will resort to no arbitrary measures. They will explain the nature of duty, and the happiness of its performance, and expect their pupils to love what is right without bringing in the authority of arbitrary command. But the plan fails. However men may differ in their theories of human nature, it is pretty generally agreed by those who have tried the experiment, that neither school nor family can be preserved in order by eloquence and argument alone. There must be authority. The pupils may not often feel it. But they must know that it is always at hand, and the pupils must be taught to submit to it as to simple authority. The subjection of the governed to the will of one man, in such a way that the expression of his will must be the final decision of every question, is the only government that will answer in school or in family. A government not of persuasion, not of the will of the majority, but of the will of the one who presides."

It being conceded, however, that authority must not be denied, a beautiful plan is contrived for escaping its exercise, by adroitly evading all occasions for its use. Always tell children to do what they like to do, and you will not need authority. In this way, at least, it may become obsolete. Make everything easy and pleasant and amusing, and you will have nothing to contend with. I answer, it is not possible to make the path of duty always pleasant in itself, either to men or children. To love duty simply as duty, is a high moral attainment. However true it may be, that a thing ceases to amuse when it ceases to instruct, the reverse surely is not true, that there can be no instruction without amusement. Education should indeed aim to give us the art of making an amusement of our business; but it should warn us against the fatal error of attempting to make a business of our amusement. Since its influences are artificial and reforming, it does not merely follow impulses and inclinations, but chiefly resists, and corrects, and trains. Its legitimate sphere is, to help nature follow out the processes of art, to profit by past experience, and to train the mind to investigate principles and resolve things into their constituent elements. The school is to fit us for the world; and life is more a season of discipline than amusement. Discipline is the rule; pleasure the exception.—[J. Hale.

WHAT SHOULD BE TAUGHT.

"THE first duty," says De Tocqueville, "which is at this time imposed on those who direct our affairs, is to educate the democracy, to warm its faith, if that be possible, and to purify its morals." For this education of the democracy the time is obviously youth, and the place the school-house. A despot may govern without faith in the governed. But a free people cannot govern themselves without it. "If the physical tie be relaxed, the moral one must be strengthened,"—must be strengthened by faith in justice. Justice is power, and, in a free constitution, the only efficient policy. Injustice is weakness. A policy, containing an essential principle of injustice, is so far an imbecile policy. The author of nature has deposited nowhere in the universe a moral power, that can be employed

to enforce the claims of unjust law. It thwarts directly the proper tendencies of human nature, and stays its advancement. It awakens in its original elements, the instinctive murmurings of displeasure, or the shout of defiance. The proper relations of men in civil society are disturbed by it, their rights infringed upon, and the ends of government defeated. It is the object of constitutional law to guard these relations and rights. In the education of the young, the rights of man should be thoroughly understood. This is a fundamental doctrine in a free government. No one can be truly free, who is not well versed in it. No American youth should be allowed to come to the oath and office of a freeman, without being first instructed in the natural rights of man, upon which the government is based. It is only by the knowledge of human rights, that he can be taught what are anarchy and tyranny. Without a knowledge of these, he cannot even understand what is liberty. There can be no good government without a regard to these rights. The natural rights of man are his social, his civil, and his moral rights. They are the rights of man associated, man morally related, in civil society. Hence Burke asserts political reason to be a computing principle, adding, subtracting, multiplying, dividing morally, not metaphysically nor mathematically, true moral denominations. If it be thus a computing principle, why should it not stand in our systems of education, with other computing principles? Why should not our youth be taught a scrupulous regard to the rights of men, the first principle in the philosophy of civil and religious liberty? It is a truth, which some republican Americans seem never fully to have understood, that restraint, to a certain degree, is the soul of liberty. "Liberty," says Fisher Ames, "consists, not so much in removing all restraint from the orderly, as in imposing it on the violent. It is founded in morals and religion, whose authority reigns in the heart. And it cannot exist without habits of just subordination." Liberty, then, is a correlative of right. A man can have no more liberty than he has right. If he has less, and neither knows nor feels it, he becomes, so far, a slave. If his heart has no longings for it,—if it be lost to the love of liberty, through ignorance, it ought to be pitied, but it must be pronounced fit only for a slave's bosom.

But in the authority of law, as well as in its source and end, should our youth be instructed. There is a tendency in the young, where all feel themselves governors, to spurn authority, to dash down the barriers it may raise in their way. They should be taught, that in authority, next to the Deity, law is supreme. The voice of the people, when riotously lifted up against it, is as impotent to silence it, as to hush the voice of the Almighty. The supremacy of law is eminently a principle of republicanism. In this consists the protection of the weak against the encroachments of the strong. By this, in the conflicts of party and of opinion, the majority are as implicitly bound as the minority. Republican liberty is not, therefore, to do and say only what the voice of the people will allow, but it is to do and say what the law will allow. The law is as obligatory on the whole body of the people, as on the least fractional part of it. It binds them when excited, no less than when calm. Passion is no apology for lawlessness. Our se-

curity consists in deeply imbuing the minds of the young with the true spirit of our free constitution,—in a reverence for the authority of law, and a submission to its restraints.—[Lawrence.

RESPONSIBILITY OF TEACHERS.

A national peculiarity which imposes upon American teacher a higher responsibility than rests upon those of any other country, lies in the genius and character of our institutions. These add responsibility to the business of teaching by rendering popular education more necessary and more effective. The mass of the people here are closely and actively identified with all the machinery and operations of society. Each man is part and parcel of the nation independently and efficiently; in his own person a pillar of the state, not the prop of a pillar merely; a portion of the strength and essential life of the community as a self-controlling individual. Each citizen here holds a higher place still. He is a part of the government. He is a depository of power; controls others and influences public affairs. He makes himself heard and felt, in the school district, in town and city movements, in the affairs of the congregation and pulpit, in the court of justice, in the councils of his state, in the supreme legislature of the nation. Thus he is a constituent portion of the supreme power; an associate sovereign. The little school, "side yon straggling fence," is a seminary of sovereigns. Popular education, it will be seen, is more active and valuable here than under any other government in the world; produces its effects as no where else, in every place of influence from the top to the bottom of society, and effects thus the entire interests of the people. Assuredly, teaching in this country rises to a business of the greatest possible responsibility.

It is a matter of deep regret that pecuniary reward has been so stinted and reluctant; to the great injury of education, as well as discouragement of teachers. But let instructors be reminded that, in the dignified character and excellent influences of their employment, there is presented a nobler inducement to duty. The high-minded and conscientious cannot fail to feel its power. Says Lord Brougham, "However averse by taste or habit to the turmoil of public affairs, or the more ordinary strifes of the world, instructors in all quiet and innocence may enjoy the noblest gratifications of which the most aspiring nature is susceptible." Vulgar ambition seeks to sway multitudes of men, and influence widely the operations and interests of society. The successful teacher of children establishes a far nobler, wider, surer empire. He influences mind; mind that will wake and mould mind again. The intelligence which he communicates is itself communicable. Every intellect which he instructs, becomes an instructor of a cluster of pupil intellects gathered round it. These last become points and sources of education to greater numbers, and these to greater numbers still, until quickly the calculation of numbers baffles our arithmetic and even our imagination. The humblest teacher, if he could pass along with his own influence as it should pursue its widening course onward, though he would never need to weep for another world to conquer, would one day see greater numbers reached by his power than ever bowed to him

of Macedon. Let teachers feel entirely satisfied with their employment; it is worthy the ambition of the greatest men.

School-masters of America, appreciate the high motives and encouragements thrown around you, Up! to your high vocation. Your country now is the brightest place which the world hath,—make it a brighter one still! Kindle up a light in it which shall shine more and more brilliantly on, until all nations come and walk in it; a light that shall wax more and more heavenly, until it mingle well with the glories of eternity.—[White.

THE EMPLOYERS: THE TEACHER.

It may be true of us, as of many other easy, quiet people, that having erected our school-houses, voted a round sum of money and chosen our committees, we fold our arms and rest satisfied that we have discharged our whole duty. This is but the commencement; there is much that money cannot buy and deputies cannot effect. We must manifest a deep and constant interest in the daily progress of our children; we must supply them with all necessary books, and send them regularly and seasonably to school; we must encourage the backward and stimulate all to greater exertion; we must visit the school and give a kind word of commendation to the faithful instructor, and an equally kind word of admonition to the less faithful, to the inexperienced and unskilful. Let our children know that we esteem and respect the instructor for his work's sake, and let no distrust or reproach of ours diminish the confidence which all pupils should entertain for those who have the care of them.

It is important that children should make sure, rather than rapid progress; that they should be well established and grounded in elementary rules. The inquiry should be, not how much space has been gone over, but how well has the work been performed. There is no part of school education more important than reading; it lies at the foundation of all good learning, and I have not wondered that a teacher, distinguished for his practical common sense and long experience, whose bones now lie mouldering near our principal village, should have written for his epitaph—

"I TAUGHT LITTLE CHILDREN TO READ;"

for, in teaching a boy to read correctly and understandingly, you place in his hand the key of all human knowledge, and with ordinary curiosity, and the ordinary means of gratifying it, he will not fail to unlock the casket and appropriate to himself treasures more valuable than sparkling gems and glittering gold.

If in the various walks of this wide world there be a person who deserves sympathy, encouragement and approbation, it is the patient, faithful, devoted, successful instructor. Children should be taught to love, esteem and obey him, for he is their best earthly friend; parents should sustain, aid, encourage and respect him, for while they are laboring to provide for their children food and raiment and other necessities which perish with the using, he is toiling to furnish them with durable riches which shall qualify them for usefulness here, and for greater happiness hereafter.—Mass. Common School Report.